

ART LTP

Art							
Nursery	Autumn term		Spring Term		Summer term		
	- Experiment with blocks, colours and marks		- Use different construction material		- Explore colour and how colour can be changed		
Reception	ELG end of reception						
	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used 						
	Autumn term		Spring term		Summer term		
- Mixing of colours - Junk modelling - Block printing and patterns - Splatter painting - Use of large brushes/rollers/mops Possible artists - Kandinsky and Yayoi Kusama– circles, Andy Goldsworthy – natural art		- Bubble painting / printing - Oil pastels / chalk to create different textures - Nature brushes – use natural materials Possible artists - Vincent Van Gogh – sunflowers / Giuseppe Arcimboldo – vegetable pictures / Hew Locke – sculptor / Edward Saidi Tingatinga – African art		- Use hammers to create flower prints - Water colours / textured paint using mud or sand - Fine brushes / colour mixing Possible artists - Pablo Picasso – on the beach / Georgia O’Keeffe – flowers / Frida Kahlo / Romero Britto – bright art work / Louise Nevelson – recycle objects to create sculptures)			
KS1							
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Theme - Think Big		Theme: Rags to Riches		Theme: From the city to the seaside		
Drawing – to develop drawing skills – sketch ‘ The Angel of the North Sculpture – to create a figurative sculpture / to explore and create a sculpture from clay/ use different materials to create a sculpture of a body part Evaluate their art work and others Artist – Antony Gormley		Evaluate – evaluate art work by an artist Painting – know about primary colours and mixing paints, tints and shading using paints, learn about blending colours , create a piece of art work collaboratively using the techniques learnt Evaluate – theirs and others own work Artist – Bernard Hoyes		DT focus		DT focus	
Evaluate L.S. Lowry paintings of cities. Evaluate Stephen Wiltshire drawings of cities and compare with Lowry’s what is the same/different about them? Drawing- Explore line drawing techniques – use pencil and pen to draw lines. Drawing- Explore shape drawing techniques to create buildings- use pencil and pen to draw shapes. Drawing- create a local cityscape using the techniques learnt. Evaluate their own drawing.		Evaluate ‘Grace Darling at the Forfarshire’ by Thomas Musgrave Joy (Victorian painter) Compare with various seascapes by Joseph Mallard William Turner and use these as inspiration Explore and use painting techniques to create swirling, atmospheric seascapes. Painting - Seascapes Evaluate their own artwork.					
Year 2							
Year 2	Autumn 1		Autumn 2		Summer 1		
	Theme: From Bugs to Beasts!		Theme: Food of the Gods		Theme: The Greatest Show		
3D/Sculpture Paper craft unit of work. Learning different techniques e.g. rolling, cutting, folding, weaving. Use a combination of shapes. Apply skills learnt to create a final piece. Using techniques involved in sculpture and collage Using a range of media Artist: Damien Hirst’s butterflies		Drawing Drawing lines of different sizes and thickness Use drawing to develop and share their ideas, experiences and imagination Use different materials to draw: felt tips Show pattern and texture by adding dots and lines Evaluating the artwork of others Artist:		Sculpture Creating 3D scenes based on art of Jane Ray from Glassmaker’s Daughter and buildings of Venice Drawing Drawing lines of different sizes and thickness-cocoa beans on a grid		Drawing Developing a wide range of art and design techniques: shading Artists: Discussing work of famous artists- use of sketching/lines	
Sculpture Using clay-creating Coronation tile Drawing Carefully observing line, shape and space when sketching-feathers Painting Working on a range of scales-fine brushes-feathers Artists: Exploring the similarities and differences between the works of different artists-feathers in Art		Drawing Sketching faces Printing William Morris design-Leicester/feathers Appreciating work of an artist Design Create Use Evaluate					

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		Antony Browne				
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KS2

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme	Theme	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)
	<p>Evaluate – their work and others and that of the artist</p> <p>Drawing Cave art-Stencils/charcoal/pastels use 2d shapes to design house/town</p> <p>Painting-shades/effects Stonehenge-sunset/sunrise silhouettes</p> <p>Artist – Paul Klee</p>	<p>Collage/paint Paint/Corrugated card/tissue/cellophane etc. based on a variety of paintings of houses</p> <p>Drawing Bedroom-sketching interior connected to the bedroom painting by</p> <p>Artist: Vincent Van Gogh-use of lines and perspective</p> <p>Clay Top hat row-clay heads</p> <p>Drawing Surrealism/illustration for The Jabberwocky -use of lines + other media based on Alice illustrations by</p> <p>Artist: Picasso</p>	<p>Artist: Metzinger</p> <p>Drawing: Sketching their own mosaic/Metzinger style landscape</p> <p>Discussing the styles of Monet, Van Gogh and Metzinger</p>	<p>Artist: Klimt – tree of life</p> <p>Drawing: Sketching their own tree of life including different elements</p> <p>Collage/paint: Paint/tissue paper/cellophane/ card/ PVA glue – variety of media to create own tree of life</p> <p>Evaluate: Evaluating their work</p>	<p>Artist: Henri Rousseau</p> <p>Drawing: Creating their version of Surprised! Using a range of media to create the foreground and the background Lines – create texture to their art work</p> <p>Evaluate: Evaluating their Henri Rousseau art work.</p>	

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
	Theme: Anglo Saxons	Theme: Ancient Greece	Theme/ Concept (NC) Exploration/Antarctica	Theme/ Concept (NC)	Theme/ Concept (NC)
	<p>Art vocabulary: Symmetrical balance- The Vespasian Psalter Asymmetrical balance- Thomas Cole, Course of the Empire, Destruction, Great Wave off Kanagawa Crystallographic or Mosaic balance- Convergence, Jackson Pollock Radial balance- The Kingston Brooch Contrast- Course of the Empire, Consummation, contrasted with Destruction</p>	<p>Art vocabulary: Art history, Ancient Greece. Geometric, archaic, classical and Hellenistic Greek art Visit to British Museum to see some of these in person Red and black figure painting, glazes and the white-ground technique Abstract versus realistic Motifs, repeated patterns Open composition, closed composition</p> <p>Art of the afterlife: Heather Calderon, Horace Vernet, Michelangelo, Motoi Yamamoto, John Martin, Akiane</p> <p>Different media to capture fire: charcoal, watercolour, acrylic paint, chalk, oil pastels, sketch pencils. Blending, mixing and hatching to create an impression of a flame.</p>	<p>Art vocabulary: Artistic movements and winter art Impressionism- Monet, The Magpie Expressionism- Munch, Winter Landscape Hunters in the Snow, Bruegel Winter Scene on a Frozen Canal, Avercamp</p> <p>Foreground, background, contrast, vanishing points, perspective, contrast, muted versus vivid colours</p> <p>Light and dark in art: Samuel Palmer, Salvador Dali, Edvard Munch, Henry Fuseli, William Waterhouse, Andy Warhol</p>	<p>Art vocabulary: Baroque art Las Meninas, Velazquez The Philosopher in Meditation, Rembrandt Saint Jerome Writing- Caravaggio Experiment on a Bird in an Air Pump- Joseph Wright</p> <p>Chiaroscuro, tension, grandeur, majesty, liturgy</p> <p>Forest in Winter- Rousseau</p>	<p>Islamic art traditions- features in Islamic art Mosaic Abstract versus realistic Curvilinear Foliage Scrolling Tendrils Geometric art Repeating motifs Visit to the Botanical Gardens for Islamic Art workshop. Design and create a clay tile based on Islamic artistic traditions</p>

Underpinning subject context Yr5
 Conditions for learning (CL): Modelling and trialling different sketching techniques, oracy, analysing sketching techniques in practice, sketching samples, exploring portrayal of emotions and power in famous art work, sampling using colours, trial and error.
 Learning for Social Mobility (LSM): Analysing and recreating works of famous British monarchs, exploring major historical artistic movements, Sampling shading through the work of Chiaroscuro.
 Learning for Spirituality (LS): Expressing themselves creatively, exploring how emotions are portrayed through colour and art.
 Learning for morality/character/values (LMCV): Evaluating and improving art work from peers, exploring the meaning behind religious art work (does this link to their own religion?), exploring how power is portrayed in art.

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/ Concept (NC)					

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	<p>Painting Sampling watercolours</p> <p>Colour Theory Primary, Secondary and Tertiary colours (including analogue and complimentary colours) Colours and emotions.</p> <p>Artistic Movements Impressionism and its features</p> <ul style="list-style-type: none"> - Claude Monet - Paul Cezanne - Pierre-Auguste Renoir 	<p>Sketching Shading techniques – blending, cross-hatching, shading, pressing hard, pressing light. Sketching the Creation of Adam using the Rule of Thirds.</p> <p>Artistic Movements Renaissance Art success as a result of patronage and the Medici family.</p>	<p>Sketching & Photography Royal Portraiture Analysing royal portraits (incl. as a historical source and its propaganda) Elizabeth I - Armada Henry VIII Elizabeth II Richard III</p> <p>Sketching a royal monarch using sketching pencil Shading techniques Artistic terminology (blending, tone, texture, contrast, depth, composition)</p> <p>Sculpture Modroc sculptures</p>	<p>Painting Water colour landscapes</p> <p>Artistic Movement Impressionism and its features</p> <ul style="list-style-type: none"> - Claude Monet - Paul Cezanne - Pierre-Auguste Renoir 	<p>N/A – DT BASED TERMS</p> <p>ART VOCABULARY – CHIAROSCURO METHOD AND ITS FEATURES.</p>
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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Art Starters
	Theme: Bridges/Buildings		Theme: Partition of India		Theme: Victorian England		Theme: Victorian England and Partition of India
	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Children observe 1 point perspectives Self-evaluation</p>	<p>Continue to create in sketch books and record their observations, use them to review and revisit ideas. Children -2 point perspectives Self-evaluation</p>	<p>To understand what is chiaroscuro and how to apply it? (Treatment of light and shade in drawing and painting). Children look at a number of chiaroscuro paintings and analyse them.</p>	<p>Continue to understand what is chiaroscuro and how to apply it? (Treatment of light and shade in drawing and painting). Children shade/paint spheres using the chiaroscuro technique</p>	<p>Sketch/paint an optical illusion piece of art/block printing. Children observe a more complex optical illusion then use watercolours to blend it.</p>	<p>Isometrically sketching Victorian perfume pendants. Children observe a simple rectangular perfume pendant and draw it isometrically.</p>	<p>William Powell Frith- A Private View at the Royal Academy J.M.W Turner- The Great Western Railway William Morris- Woodpecker Tapestry William Morris- The Strawberry Thief Nicholas Roerich- Spring in Kulu</p>